

A DEVELOPMENT OF A TRAINING PROGRAM DESIGNED TO  
INCREASE TEACHER AIDE EFFECTIVENESS IN  
THE ANKENY ELEMENTARY SCHOOLS

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by  
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## CHAPTER I

### INTRODUCTION

During the past six or seven years Ankeny, Iowa has been feeling the pains of a fast growing community. To accomodate the influx of families with young children, elementary schools had to be erected and added faculty secured. Partly to keep abreast of new educational trends and partly to give much needed assistance, a teacher aide program was incorporated into the Ankeny Elementary School system. Since a training program was never developed for the teacher aides, this study seeks to identify on the basis of expressed needs those components which should be included in a training program.

#### I. THE PROBLEM

Statement of the problem. There is a need for an organized training program in the Ankeny Elementary Schools which will provide adequate instructional aides. This training could then provide the district with a competent, effective force of auxillary personnel. This need becomes more apparent when the following two reasons are considered: (1) the increased number of teacher aides being hired and (2) the changing curriculum and procedures.

The specific questions which this study seeks to

answer are:

1. What is the status of the present teacher aide training program?
2. What should be included in the training program?
3. What are the characteristics of current teacher aides?
4. What are the recommendations made by teachers and teacher aides for an effective program?

Importance of the study. Few would dispute the idea that a person can do a much better job if he has some training for it. Kalish stated that the lay person given required training can make a major impact on the total educational quality of the school.<sup>1</sup> In far too many schools however, there is no pre-training, only a brief socializing exercise. With the growing use of teacher aides and the concern of the public with finances, it behooves us to give our aides training so that we will be insured of better quality for the money invested.

Guidelines for the use and training of teacher aides need to be set up. These, however, need to be developed to fit the local conditions and circumstances, the desire of

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<sup>1</sup>Martin Kalish, "Report of the Pilot Project for the Training of Teacher Aides," Detroit Public Schools, Detroit, Michigan, 1966, p. 13.

teachers and administrators and the abilities and readiness of the aides.<sup>1</sup> The purpose of this study is to show the need for and devise a program of training for teacher aides in the Ankeny Elementary Schools.

## II. LIMITATIONS

In order to be effective, the in-service program has to be tailor made to fit the special needs of the present teacher aides and the needs of the Ankeny Elementary School system. The capacity in which the aides will serve must also be taken into consideration. Therefore, this study deals only with the eighty elementary teachers and the thirteen teacher aides employed by the Ankeny Elementary School system.

## III. PROCEDURE

Permission to proceed with this study was requested from the four elementary principals in the Ankeny Elementary School system.

After reviewing literature for similar research, a questionnaire was designed and validated. The questionnaire was intended for teachers in kindergarten through grade six

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<sup>1</sup>Alden Vanderpool, "California's Instructional Aide Law," California Teacher's Association Journal, LXV (March, 1969), 57-59



in the Ankeny Community School system. All teachers in the four elementary schools were subsequently used in the study.

An interview guide was designed to be used with all teacher aides in the four elementary buildings. Aides were also given the opportunity to make recommendations for improving their efficiency. All thirteen teacher aides were interviewed personally during the first month of school.

The questionnaire and a letter explaining the study were distributed at the first in-service meeting. These were collected the following day. The questionnaires were systematically numbered to facilitate keeping record of returns and non-returns. Those not returned were contacted personally.

After the interviews were completed and questionnaires reviewed, an analysis was made to identify the need for a training program, characteristics of present teacher aides and recommendations for such a program. This program was then developed for the Ankeny Elementary Schools.

## CHAPTER II

### RELATED LITERATURE

A study of related literature clearly reveals a need for some type of training program for teacher aides. This awareness has not been confined to our country alone. To solve a chronic teacher shortage in Bavaria a plan for training teacher assistants has been formulated. These assistants, according to the announcements, will take over all routine tasks and administrative jobs presently carried out by primary and secondary modern teachers so that the latter can devote themselves to their primary task, teaching. Special attention will be paid to training entrants in the use of visual aides and teaching media.<sup>1</sup>

The investigator found a variety of approaches for training but as Olivero stated:

Training programs need to be developed at which the teacher and the teacher aide learn to work together. This obviously requires more expenditure of time than merely one short training session prior to the opening of school. A pre-school program and regular in-service sessions are necessary.<sup>2</sup>

Training and supervision are closely related problems

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<sup>1</sup>"West Germany--Bavaria to Train Assistants," The Times Educational Supplement, 2852, January 16, 1970, p. 14.

<sup>2</sup>James L. Olivero, "Do Teacher Aides Really Aid," California Teacher's Association Journal, LXV (March, 1969), 35.

in the strategy of using teacher aides. The broad area of training seems to break down into several major subtypes: (1) pre-service training for aides, (2) in-service training for aides, and (3) pre-service or in-service training for teacher and administrators.<sup>1</sup>

As far as the research shows, there has been very little pre-service training for aides except in a few large school systems scattered across the country. Western Reserve University's Teacher Assistant Training Program, so far as can be determined, is the most extensive training program for teacher assistants that has been conducted.<sup>2</sup> This takes place before the aide is hired by a school. It then behooves us to give some thought to those hired without any previous training.

It has been found that adults who have been out of school for some time learn best in concrete situations where learning is immediately applied to the job at hand. On-the-job training for aides can be divided into two types: pre-service and in-service. Most programs in the country seem to have provided in-service training and only a few

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<sup>1</sup>William S. Bennet, Jr. and R. Frank Falk, New Careers and Urban Schools (New York: Holt, Rinehart and Winston, 1970), p. 201.

<sup>2</sup>Edith Gaines, Melvin E. Allerhand, and Miriam Grabsmith, "Teacher Assistant Training Program--Final Report" (Ohio: Case Western Reserve University, 1967), p. 1.

have had pre-service. A few programs have had no training at all.<sup>1</sup>

In general on-the-job-training is not as simple a concept as it might first appear. Aides typically do a wide range of tasks and it is difficult for any training program to cover all the contingencies. It has also been pointed out in a number of places that there is a lack of trained staff for these in-service programs. And trainees differ drastically in ability, sophistication and experience.<sup>2</sup> However, in most instances you will see all the aides going through the same training whether they be of college or tenth grade education.

In the orientation program some notice should be made as to philosophy. The philosophy of many school systems includes the idea of individualized learning, or molding unique personalities through individualized help and attention. The teacher aide can relieve the teacher from having to rely too heavily on impersonal mechanical aides to educate. Help the aides see how they fit into the school system's philosophy of education. Help them realize that they will become a definite part of the system as a whole.<sup>3</sup>

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<sup>1</sup>Ibid., p. 4.

<sup>2</sup>Bennett, op. cit., p. 83.

<sup>3</sup>Jack C. Ferver and Doris M. Cook, "Supplementary Materials for Teacher Aide Training Programs" (Wisconsin: University Extension, The University of Wisconsin, 1968), p. 1.

Part of the training is aimed at getting the aide into the right frame of mind. Psychologically the teacher aide needs to feel this is not just a menial task but to realize the value and importance of her position to the overall educational team. Lunneborg brings out there is agreement in several references that playground supervision is an important aide function. Thus pride needs to be instilled in this assignment and aides prepared beyond the average teacher to handle this specific situation.<sup>1</sup>

If this is to be a team effort on the part of the teacher and the teacher aide, it is very important to have the necessary amount of time allotted for discussion and evaluation. These evaluations must take place periodically on a regular basis.

Teacher aides should be asked each month to re-evaluate what they believe they can and should do for schools. This would give principals and teachers something concrete to consider, modify, and negotiate and give the aide a reassuring resume of her competencies, rights, roles and responsibilities at all points in her training.<sup>2</sup> Hence, you would have a constant on-the-job type of informal train-

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<sup>1</sup>Patricia W. Lunneborg, "A Psychologist's View of Teacher Aide Training at Seattle Community College" (Washington: Bureau of Testing, Seattle, June, 1969), p. 21

<sup>2</sup>Ibid.

ing going on.

It is not clear just what teachers want their aides to know. But it seems the major complaint among them is that of having to train their own aides to do things they should know before coming into the classroom.

Of the few studies available on training programs for regular teacher aides, several items were common to all programs. Among them was the need for good manuscript writing. Case Western Reserve University found manuscript writing was rated one of the most essential skills by primary teachers. They use it extensively for charts and putting work on the chalkboard. Most adults have not recent experience in using manuscript, and it takes daily practice for several months for one to attain the high level of skill required by primary teachers.<sup>1</sup> Cursive is more important for upper elementary grades but some chart work is done in manuscript.

New trends in math was also common in most training programs. They presented math curricula with emphasis on new concepts, vocabulary and methods.

Nearly all programs included work in child development. Case Western University feels this is important to give teacher aides knowledge about developmental patterns

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<sup>1</sup>Gaines, op. cit., p. 29.

and insights into behavior which will be a practical value in their day to day relationship with children.<sup>1</sup>

Steinberg and Fishman felt these points should be stressed sometime during the training program:

1. All information that comes to the attention of the teacher aide during performance of his duty is confidential.
2. At no time will a teacher aide suggest to an individual or family that a student has any type of problem, no matter how minor. Such action is never taken by an aide, and there are no exceptions to this rule.
3. Responsibilities to the school and the necessity of staying within the limitations of school policies should be explained to the teacher aide.
4. The aide should have an understanding of the total organizational structure of the school in which he will work.
5. The role of all key resource people and ways which teacher aides relate to them should be discussed.<sup>2</sup>

Time is a precious commodity in pre-service work. It should be used to give the aide maximum technical competence. All machines in the building with which the aide is expected to work should be thoroughly explained. This makes the aide of immediate use to the teacher.

With the shortage of time a prime factor in pre-service training, an in-service program should be followed.

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<sup>1</sup>Ibid., p. 18.

<sup>2</sup>Sheldon S. Steinberg and Jacob R. Fishman, "New Careers: The Teacher Aide, A Manual for Trainers" (Washington, D. C., University Research Corporation, October, 1968), p. 16.

This is important also since one cannot digest such a multitude of material in one or two short sessions. It also gives the aides time to work with the children and see a need for further enlightenment. These things could be included in the in-service sessions: child behavior, classroom problems, and learning material.

Apart from being able to aide the teacher technically, the prime consideration of the in-service program should be to assure that the aides do no harm to the children in their frequent personal encounters (including, especially, discipline) and be trained to give positive assistance to the teacher's efforts to provide psychological and emotional support to the child. No matter how limited the formal functions of the aide, he will have repeated personal contacts with students. The first goal of in-service work should be to guarantee that he handle these effectively.<sup>1</sup>

The receiving teacher also needs to have some guidance in the use of aides. For those who have never worked with an assistant, there may be difficulty in "giving up" any part of their job to another adult in the classroom. Sharing the children's affection may be a problem to some. Many teachers have never been responsible for training and supervising another person. Therefore, it is essential to

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<sup>1</sup>Bennett, op. cit., p. 203.



have adequate preparation in these areas before an assistant is assigned to the classroom.<sup>1</sup>

Ferver and Cook have some suggestions for teacher aides that might well be brought out to teachers also:

1. Be a member of the team in spirit as well as name.
2. A neat manner and dress echo high expectations and caring.
3. Breed enthusiasm for learning.
4. Maintain an attitude of encouragement with children.
5. Cooperate with staff and your teacher.
6. Do not allow children to use you to get their way. Remember the teacher is in charge of the class.
7. Do not expect miracles, at first you will wonder what your role really is and whether you are really "doing" something.<sup>2</sup>

A review of the literature clearly supports the need for a training program for teacher aides. The literature also points up the different types of programs. It could be concluded from the literature that there is a need for developing training programs for teacher aides that fit the individual school, the uniqueness of the teacher aides and in integrating into this program a section for training teachers in the use and acceptance of teacher aides.

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<sup>1</sup>Gaines, op. cit., p. 15.

<sup>2</sup>Ferver, op. cit., p. 47.

## CHAPTER III

### DESCRIPTION OF DATA

#### I. STATUS OF TEACHER AIDES IN ANKENY, IOWA

Ankeny has no educational requirements for its teacher aides. There is no in-service training. The school district recommends that they attend a summer workshop called IMPACT, a division of the Polk County Education Office. Also some buildings have a bulletin defining duties of teacher aides.

Using the interview guide, each teacher aide in the Ankeny Elementary School system was contacted personally. The survey showed all aides were married and had children. They expressed an interest in children above the monetary concern as the reason for working as a teacher aide. All had husbands who were wage earners.

Eight felt the school had not sufficiently prepared them for their duties; while five felt they were prepared. The school handbook had never been gone over with any of the aides. Nine stated that their duties were specifically defined for them. Four said they were not. Eleven aides stated plans were always made clear so they knew exactly what the teacher expected them to do; two did not.

TABLE I  
TEACHER AIDES ATTITUDE TOWARD THEIR PREPARATION

	YES	NO
Do you feel the school has sufficiently prepared you for your duties?	5	8
Has the school handbook been gone over with you?	0	13
Were duties specifically defined for you before you began?	9	4
Are plans always made very clear so you know exactly what the teacher expects you to do?	11	2

## II. BACKGROUND FOR TEACHER AIDE POSITIONS

The teacher aides in Ankeny have a variety of backgrounds to call upon for help in their work. Two are ex-teachers, one had five years experience. One has had two years of college. One woman with a retarded son has attended special education classes. The husband of one of the aides is a psychologist and she feels this has been a great help, along with her study of behavior modification. Five have taught Sunday school classes, two vacation Bible school, one had been a volunteer helper at school for three years. Three ladies have helped with Brownies, one with Campfire Girls, one with Boy Scouts, and two with Cub Scouts.

### III. SPECIAL TALENTS OR INTERESTS

Four of the teacher aides have special talents in art that could be put to use at school. Three are interested in crafts and have considerable ability in this area. Six are musically inclined. Two have done some work with creative writing in college and four are quite adept in storytelling. These could all be utilized to the school's advantage.

TABLE II

#### SPECIAL TALENTS OR INTERESTS OF TEACHER AIDES THAT COULD BE UTILIZED IN THE SCHOOL

Interest	Number
Art (drawing or painting)	4
Crafts	3
Music	6
piano 4	
vocal 3	
Creative Writing	2
Storytelling	4

### IV. AUDIO-VISUAL EQUIPMENT

The questionnaire revealed that Ankeny teacher aides are quite well informed in the use of audio-visual materials. Table III discloses that ten could operate a film strip

projector and three could not. Eight had used the movie projector. Five would like to learn. Eight could operate a tape recorder, five could not. The overhead projector was familiar to seven, while six knew nothing about it. Ten had used the opaque projector. Eight had some knowledge of a dry photo copier and five would like to learn to use it.

TABLE III  
TEACHER AIDES' ABILITY TO OPERATE AUDIO-VISUAL EQUIPMENT

	Could Operate Equipment	Could Not Operate Equipment
Filmstrip Projector	10	3
Movie Projector	8	5
Tape Recorder	8	5
Overhead Projector	7	6
Opaque Projector	10	3
Dry Photo Copier	8	5

#### V. TEACHER AIDE ATTITUDE TOWARD A TRAINING PROGRAM

Most of the aides felt their time could not be better utilized, unless it would be a better scheduling to prevent running back and forth so much. For example, from the upper elementary wing one period to the lower the next and back again.

However, eleven of the thirteen teacher aides felt some sort of training program would improve their efficiency. These same eleven said they would be willing to participate in a training program as long as it was pertinent to their work. Since they are on a contracted salary they would not expect extra remuneration for this.

#### VI. RECOMMENDATIONS FROM THE TEACHER AIDES

From the results of the interviews, comments and recommendations were made by the teacher aides:

1. New audio-visual material should be explained when it arrives.
2. I would like some information regarding learning disabilities. I'm not sure how this all fits into the learning situation.
3. The correct form of manuscript writing, as used in this school, should be explained.
4. Could we please have a few pointers on modern math, especially for the upper grades.
5. The upper grades use so many reading materials. I'd like to have a briefing on this.
6. A review of child development would be helpful. I have forgotten just what is normal and what is just plain naughty behavior for some of these groups.
7. Why couldn't we hear the same special speakers the teachers do? This would keep us up to date on

current trends and help us understand more fully the programs being used.

8. It would help to have the material the teacher wants done far enough in advance so we don't have to drop everything and do it now.

#### VII. ATTITUDE OF ANKENY TEACHERS TOWARD AND PARTICIPATION IN A TRAINING PROGRAM

A total of sixty-seven teachers thought a training program would improve the teacher aide efficiency. Four felt it would not. Sixty-five teachers were willing to cooperate in teacher--teacher aide conferences to facilitate better teacher aide usage. Seven were not willing.

TABLE IV  
ANKENY TEACHERS' ATTITUDE TOWARD AND PARTICIPATION  
IN A TEACHER AIDE TRAINING PROGRAM

Interest	Yes	No
A training program would increase teacher aide efficiency		
upper elementary	35	3
lower elementary	32	1
Willing to participate in a training program		
upper elementary	33	6
lower elementary	34	3
Willing to give periodic evaluations to improve the school		
upper elementary	38	1
lower elementary	35	2

Sixty-six teachers said they would be willing to help with a training program for the teacher aides. Nine did not want to participate. When asked if they would be willing to give periodic evaluations of ways they and the teacher aides could improve the school, thirty-eight upper elementary teachers replied yes and one no. Thirty-five lower elementary teachers were willing, two were not.

The teacher aide ratio in the Ankeny Elementary Schools is one aide to nine teachers. Thirteen of the upper elementary teachers feel this is adequate, twenty-two feel they need more aides. In the lower elementary grades twelve are satisfied with this ratio, twenty-three are not.

#### VIII. TASKS PERFORMED BY TEACHER AIDES

Of the many tasks performed by the aides, the Ankeny teachers listed the following ten items as those most important to them. They are listed in order of importance.

1. Supervising the playground
2. Operating the duplicating machine
3. Typing worksheets and tests
4. Working with individuals or small groups
5. Supervising the cafeteria
6. Preparing transparencies
7. Working with children with learning disabilities
8. Correcting papers and tests



9. Setting up audio-visual materials
10. Arranging bulletin boards and displays

#### IX. RECOMMENDATIONS FROM UPPER ELEMENTARY TEACHERS

From the results of the questionnaires, comments and recommendations were made by the upper elementary teachers on ways they feel the teacher aide program could be improved.

1. We need better communication between the faculty and the aides.
2. The aides need their own work room. Often things are said that the aides really should not concern themselves with. More work would be accomplished also and it would alleviate the crowded conditions.
3. More aides should be available to the intermediate grades.
4. The aides should know their specific duties.
5. There should be a differentiation between aides; some to work in the classrooms and others to take lunch and playground duties and do secretarial work.
6. Have a set time for the aide to come into the room and be on time.
7. The aides should take more pride in their work, be neater with display materials.
8. Stress the fact that respect should be given the

aides and more authority recognized.

9. Teacher aides should supervise children in the rooms on rainy days or other inclement weather.
10. We should have less complaining about what the aides are asked to do.
11. Teacher aides should not interrupt the work of the teacher.
12. The aides should maintain discipline.
13. Teacher aides should not try to take the place of the teacher but work along with her.

#### X. RECOMMENDATIONS FROM LOWER ELEMENTARY TEACHERS

From the results of the questionnaires, comments and recommendations were made by the lower elementary teachers on ways they feel the teacher aide program could be improved.

1. Some sessions to improve attitude, responsibility and handling discipline should be included in the training program.
2. The aides need in-service programs.
3. The aides should start right away gaining authority, they shouldn't have to send children in for discipline.
4. Aides need their own work room.
5. We need clear guidelines for the teacher aides and how they can be used.

6. Better communications should be established between the aides and teachers.
7. Hire some aides for only clerical work.
8. Aides should have mimeographed sheets with duties clearly defined.
9. Aides should understand the school policy.
10. Emphasis should be placed on professionalism.
11. The special talents of the teacher aides should be utilized.
12. Include in the training program some sort of psychology class.
13. Be aware of a child's unique problem if there is one.
14. Aides should be aware of any severe health problems and what to do about them.
15. The importance of using discretion in conversations about school should be stressed in a training program.
16. Review with the aides ways of gaining and holding a child's respect.
17. Include some skills in dealing with troublesome youngsters.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It was the purpose of this study to show a need for establishing a teacher aide training program in the Ankeny Elementary Schools which could increase their efficiency. In order to provide a worthwhile program, the following questions needed to be answered: (1) What is the status of the present teacher aide training program? (2) What should be included in the training program? (3) What are the characteristics of current teacher aides? (4) What are the recommendations made by teachers and teacher aides for an effective program?

A validated questionnaire, developed from professional literature was used to procure information from the eighty elementary teachers in Ankeny. The questionnaire included a section for teachers to make recommendations on how to increase teacher aide efficiency and what to include in a training program.

An interview guide was also developed from a review of pertinent literature and validated. It was used with the thirteen teacher aides. Included in the guide were sections covering their personal and educational backgrounds, and a section requesting their attitude toward a training program. The interview guide also provided a time for the

aides to give recommendations to improve their effectiveness and efficiency.

## I. SUMMARY

Eighty questionnaires were handed out to the elementary teachers in Ankeny. Seventy-eight were returned and used for this study. Five of the teachers were new to the system or first year teachers so all items on their questionnaires were not answered. All thirteen aides were interviewed and the material gleaned was used in this study.

Ankeny has no educational requirement for its teacher aides. No in-service training is offered. It is recommended that the aides attend IMPACT, a summer workshop to familiarize them with general procedures.

The survey shows all aides are married and have children. None have to work to support themselves.

Eight feel they have not been sufficiently prepared for their duties in the Ankeny Schools. Five feel they have been prepared. The school handbook has not been gone over with any of the aides.

Nine state their duties are specifically defined for them. Four say they are not. Eleven state plans are always made clear so they know exactly what the teacher expects them to do, two do not always know what is expected.

Two teacher aides have previously taught elementary

grades, another has two years of college, the remaining have a variety of experiences to help them fulfill their duties.

Four of the teacher aides have special talents in art, three in crafts, six in music, two in creative writing and two in storytelling.

All the aides want new audio-visual materials explained as they are purchased. Others want training in what is used presently. Three cannot operate the filmstrip, five the movie projector, five the tape recorder, six the overhead projector, three the opaque projector and five the dry photo copier.

Eleven of the thirteen teacher aides said they would be willing to participate in a training program.

Included in their recommendations for such a program were: information on learning disabilities; pointers on manuscript writing, modern math, and child development.

When curriculum meetings or special speakers are called for the classroom teachers, the aides want to attend in order to keep abreast of changes that might affect their work with the children.

The majority of teachers feel the ratio, nine teachers to one aide is not sufficient. The aides are most useful to the teachers in supervisory capacities, operating the mimeograph machine, and with small groups of children.

Upper elementary teacher comments and recommendations include: Better communications between aides and teachers; separate work rooms; and a differentiation between aides, some to work only in rooms and some for supervisory and secretarial work.

The recommendations from the lower elementary teachers include: training sessions to improve attitude, responsibility, and the handling of discipline; some psychology training; and guidelines for specific duties.

## II. CONCLUSIONS

On the basis of the data obtained in this study, the following conclusions are presented:

Teachers and teacher aides are interested in having a training program set up for the Ankeny Elementary School and will participate in such a program.

Teachers and teacher aides would like communications improved between them.

As to recommendations for making an effective training program, the teacher aides say they want and will attend a session in the fall when the teachers have their workshop. They request it to include audio-visual instruction, helps in manuscript writing, modern math and upper elementary reading programs, as well as a review of the elementary handbook, child development and learning disabilities.

### III. RECOMMENDATIONS

The data indicated that a training program could improve the effectiveness of teacher aides. The training program should be conducted in the fall at the same time the teachers have their workshop. The Elementary Curriculum Co-ordinator should outline the philosophy of the school and the part the teacher aide plays.

The elementary principals should explain the specific duties of the aides and the line of authority.

The psychologist and the learning disability specialist should briefly present their programs and give some pointers on child growth and development. Methods of disciplining hard to manage children and ways of gaining and maintaining authority could be reviewed.

An elementary teacher should present the correct form of manuscript writing to all aides. This would be used in chart work and in the classrooms of the lower elementary grades.

Health services and the health problems of specific children should be discussed by the school nurses.

A time should be set aside for a question and answer period. Also time should be allotted for teacher--teacher aide meetings. These should be held at the school where the aide will be working and with the teachers they will be helping.



The following areas should be discussed at the training program:

- I. Hours  
The aides should arrive at 8:15 A.M. and are free to leave at 3:30 P.M.
- II. Scheduling  
Aides will have recess and noon playground duty. Scheduling should be set up to best meet the needs of each individual building. Usually the teachers involved will make this out, working around their special subjects.
- III. Discipline  
The aides should begin to enforce discipline immediately.  
Any problem on the playground should be taken care of by the aide in charge.  
Specific problems can be reported to the classroom teacher if the aide feels it is necessary.
- IV. Illness  
When unable to work, contact the building principal by 7:15 A.M.
- V. Contacts with community  
Try always to present a positive attitude to the public. Many things are best left out of public conversation.
- VI. Supervision  
The aides are in charge of all recess and lunch hour breaks, whether they are outside or inside because of inclement weather.

#### SUGGESTED SCHEDULE OF TRAINING PROGRAM FOR TEACHER AIDES

##### Program:

##### First Day:

- |           |  |
|-----------|--|
| 1:00 P.M. | Meet in East Elementary School multi-purpose room.   |
| 1:10      | Introductions and welcome by Superintendent.   |
| 1:20      | Elementary Curriculum Coordinator: Discussion of school policy, professionalism, importance of aides; their attitude and responsibility. |

- 1:45                   Comments by School Psychologist and Learning Disability Specialist: Presentation of their programs; pointers on child development and discipline of hard to manage children.
- 2:15                   Coffee break
- 2:30                   Comments by School Nurses: Explanation of health services and unique health problems the aides should be aware of.
- 2:50                   Elementary teacher: Briefly explain the correct form of manuscript writing.
- 3:05                   Question and answer period
- 3:30                   Dismissal

**Second Day:**

- 1:00                   Meet in school where employed
- 1:05                   Principal: Discussion of specific duties, line of authority, and importance of accuracy and punctuality in their work.
- 1:30                   Librarian: Short workshop on new audio-visual materials and review of present material.
- 2:15                   Coffee break
- 2:30                   Teacher--Teacher aide conference: Get acquainted with co-worker at each level, discuss plans and ways the aide will fit into them, show and explain materials.
- 3:30                   Dismissal

The above program indicates a method by which the needs disclosed by this study can be met.

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## APPENDIX

213 East 7th

Ankeny, Iowa

August 26, 1971

Dear Fellow Teacher,

As a partial fulfillment of the requirement for a Master's Degree at Drake University, I am doing a study to see if a need exists for a teacher aide training program. A part of this study is directed toward determining which items should be included in such a program.

With the increasing number of schools employing teacher aides, it is hoped that this study will prove helpful to school administrators in planning a training program for their teacher aides. The information obtained from this study will be returned to participants upon request.

As an elementary teacher I know that the beginning of school is a very busy time. However, I am hopeful you can devote about fifteen minutes to complete the attached questionnaire. You may be assured that all information will remain strictly confidential.

With a small sampling it is important to have all questionnaires returned. The number at the top and on the envelope is only to be used as a check of returns. Put questionnaire in sealed envelope and return to your building principal for pick up tomorrow.

I am most grateful for your participation and thank you sincerely in advance for your time.

Sincerely,

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## QUESTIONNAIRE FOR TEACHERS

The following is a partial list of tasks commonly performed by teacher aides. Assign a rank for each item based upon the importance of that service to you. Place an (X) above the appropriate ranking. (One is the highest importance and five the least.)

Maintaining student personnel records	<u>1 2 3 4 5</u>
Preparing report cards	<u>1 2 3 4 5</u>
Typing worksheets and tests	<u>1 2 3 4 5</u>
Operating duplicating machines	<u>1 2 3 4 5</u>
Preparing transparencies	<u>1 2 3 4 5</u>
Setting up audio-visual equipment	<u>1 2 3 4 5</u>
Gathering resource materials for teaching units	<u>1 2 3 4 5</u>
Correcting tests and papers	<u>1 2 3 4 5</u>
Arranging bulletin boards and displays	<u>1 2 3 4 5</u>
Working with individuals or small groups	<u>1 2 3 4 5</u>
Read stories	<u>1 2 3 4 5</u>
Supervising student make up work	<u>1 2 3 4 5</u>
Supervising cafeteria	<u>1 2 3 4 5</u>
Supervising playground	<u>1 2 3 4 5</u>
Working with children with learning disabilities	<u>1 2 3 4 5</u>
Other (specify) _____	<u>1 2 3 4 5</u>

List other tasks you feel would be of great help to you  
(either that your aide is presently doing or you would like  
her to do.) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Do you feel you are getting sufficient help from the teacher aide? ☐ Yes ☐ No

Do you feel there is an adequate number of teacher aides in your building? ☐ Yes ☐ No

Is the distribution of teacher aides uniform throughout the building? ☐ Yes ☐ No

Do you feel a training program would improve the teacher aide efficiency? ☐ Yes ☐ No

Would you be willing to co-operate in teacher--teacher aide conferences to facilitate better teacher aide usage? ☐ Yes ☐ No

Please check the items you feel would be valuable in a training program.

☐ Use of audio-visual equipment

☐ New curriculum changes the aide would be coming in contact with

☐ Specific learning disabilities--philosophy and use of materials

☐ Special skills they would be teaching to slow learners or reviewing with a small group

☐ New philosophies of the school or subject matter

☐ Fire and tornado routines

☐ Line of authority

☐ Some skill in manuscript writing for bulletin boards, chalkboard work or making flash cards

Since all things can't be included in the first training session, would you please go back to the above list and rank

the items you checked as to their importance at being included first, second etc. in a training program.

Please list any other items you feel should be included in a training program.

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Please list any ways you feel our teacher aide program could be improved.

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Would you be willing (in a small way if needed) to help with a teacher aide training program?

\_\_\_\_ Yes \_\_\_\_ No

Would you be willing to give periodic evaluations of ways you feel you and the teacher aides could improve the school?

\_\_\_\_ Yes \_\_\_\_ No

213 East 7th

Ankeny, Iowa

August 18, 1971

Dear Co-Worker,

As a partial fulfillment of the requirement for a Master's Degree at Drake University, I am doing a study to see if a need exists for a teacher aide training program. A part of this study is directed toward determining which items should be included in such a program.

With the increasing number of schools employing aides, it is hoped that this study will prove helpful to school administrators in planning a training program for their teacher aides.

I will be contacting each of you for information and suggestions you might have to make this a meaningful program. You may be assured that all information will remain strictly confidential.

I am most grateful for your participation and thank you sincerely in advance for your time.

Sincerely,

## INTERVIEW GUIDE FOR TEACHER AIDES

Special talents or interests

\_\_\_ art (drawing or painting)

\_\_\_ crafts

\_\_\_ music      \_\_\_ instrumental (specify) \_\_\_\_\_

\_\_\_ vocal

\_\_\_ creative writing

\_\_\_ storytelling

Do you feel the school has sufficiently prepared you for  
your teacher aide duties?      \_\_\_ Yes      \_\_\_ No

Has the school handbook been gone over with you?

\_\_\_ Yes      \_\_\_ No

Were duties specifically defined for you before you began?

\_\_\_ Yes      \_\_\_ No

Are plans always made very clear so you know exactly what  
the teacher expects you to do?      \_\_\_ Yes      \_\_\_ No

Do you feel your time at school could be better utilized?

\_\_\_ Yes      \_\_\_ No

Do you feel some sort of training program would increase  
your efficiency?      \_\_\_ Yes      \_\_\_ No

Would it be helpful to include training in the use of audio-  
visual material?      \_\_\_ Yes      \_\_\_ No

Are you familiar with the learning disabilities materials  
used in the Ankeny Schools?      \_\_\_ Yes      \_\_\_ No

Would you like some information regarding learning disabilities since you may be working with children who have them?

\_\_\_\_ Yes \_\_\_\_ No

Do you feel confident using manuscript form of writing?

\_\_\_\_ Yes \_\_\_\_ No

Would you like some pointers on correct form of manuscript?

\_\_\_\_ Yes \_\_\_\_ No

Can you operate:

\_\_\_\_ film strip projector

\_\_\_\_ movie projector

\_\_\_\_ tape recorder

\_\_\_\_ an over-head projector

\_\_\_\_ an opaque projector

\_\_\_\_ a dry photo copier

Do you feel you should have more knowledge in any content area?

\_\_\_\_ Yes \_\_\_\_ No

If "yes" please specify \_\_\_\_\_

Do you feel a brief child development resume would help you better understand what is "perfectly normal" behavior for the various age groups?

\_\_\_\_ Yes \_\_\_\_ No

Would you be willing to participate in a training program for teacher aides?

\_\_\_\_ Yes \_\_\_\_ No

Would you be willing to give periodic evaluations of ways you feel you could improve the school or the work you do?

\_\_\_\_ Yes \_\_\_\_ No

Is there anything you feel would better your performance?

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What specific background do you have that would make you especially adept in this position? (ex. college, work with other youth groups--be specific.)

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Any recommendations, comments, or criticisms of the present teacher aide system?

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